

**State of California Awards for Innovation in Higher Education**

**SECTION A: COVER PAGE**

**– Contact Information for Application Coordinator.**

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**– List of Participants.**

- Los Angeles Compact which includes Los Angeles Community College District (LACCD), Los Angeles Unified School District (LAUSD), California State University (CSU), and University of California (UC)
- Los Angeles Mayor's Office
- Los Angeles Chamber of Commerce
- MDRC
- California Community Colleges' Success Network (3CSN)

**– Abstract.**

To reach the almost 17,000 students who leave the Los Angeles Unified School District (LAUSD) and don't enter college, as well as those who enroll in community college only part-time, the Los Angeles Community College District (LACCD) has recognized the need for more collaborative and engaged partnerships. The resulting effort is the Los Angeles College Promise (LACP). The LACP is a regional partnership between LACCD, LAUSD, the City of Los Angeles, and the Los Angeles Chamber of Commerce. It will serve its first cohort of 6,000 students in summer 2017 through comprehensive pre and post enrollment services utilizing proven high-impact practices. Through innovation grant funds, the LACCD will build on the existing efforts of the LACP to create a seamless transition through the public education pipeline. Specifically, innovation grant funds will be focused on four (4) key strategies: (1) Increasing coordination and collaboration across systems, (2) Increasing outreach and engagement activities to improve college graduation rates, (3) Enhancing LACCD technology and improving data-sharing infrastructure across the systems to create more seamless student transitions, and (4) Creating ongoing, intentional professional learning to build a community of practice for scaling the LACP guided pathway. LACCD is uniquely suited to be a state and national role model in establishing policies that provide students with clear, guided pathways toward degree and certificate completion in no more than three years and will be partnering with MDRC to conduct a full-scale evaluation project of the LACP program and the innovative activities funded by this grant.

**– Contact Information for Representative of Fiscal Agent.**

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**– Assurance and Signature.**

"I assure that I have read and support this application. I understand that, if this application is chosen for an award, Los Angeles Community College District will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information."

A handwritten signature in blue ink, appearing to read 'Francisco C. Rodriguez', is written over the printed name and title.

Francisco C. Rodriguez, Ph.D.

Chancellor

Los Angeles Community College District

## **Section B: NARRATIVE**

### **1. From the perspective of students, what is the problem you are trying to solve?**

In 2013-2014, there were 38,092 Los Angeles Unified School District (LAUSD) high school graduates, of which 56% enrolled into higher education. Of those graduates, 44% (12,572) did not enroll into any postsecondary education, and it is unclear where those students have gone. More than 78% of these LAUSD graduates come from socioeconomically disadvantaged families and less than half meet the minimum requirements for entry into the California State University (CSU) and University of California (UC) systems. Of those that did attend college after graduation, the Los Angeles Community College District (LACCD) enrolled nearly 60%; 6,226 LAUSD high school graduates entered LACCD as freshmen, but, of those, more than half enter as part-time students (Cornner, 2016). Providing these LAUSD students with a pathway to higher education completion is the most effective means for improving equity and assuring the social and economic well-being of Los Angeles, the surrounding region, and state.

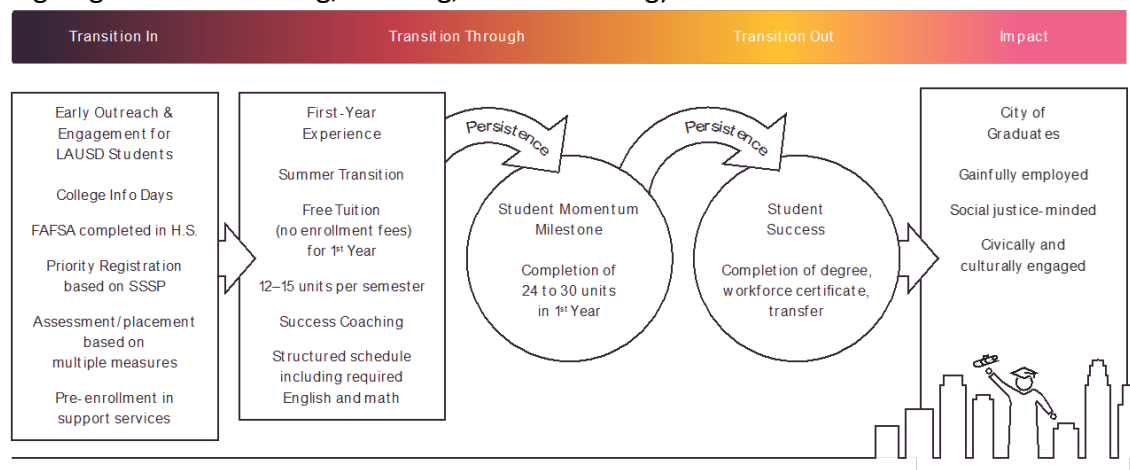
According to the Georgetown Center on Education and the Workforce, “nearly 60% of jobs require postsecondary education and training,” and “eighty percent of the growth in inequality since 1983 is due to differences in access to and success in college” (Carnevale, 2016). While students are often aware of the future economic impact having post-secondary education can have, and wish to attend college for the purposes of future employment, the disjointed and bureaucratic nature of community college systems can create unnecessary barriers to student enrollment and success. As students attempt to navigate the transition from high school to college, they often get confused about requirements and procedures and can get mixed messages from different stakeholders, which can lead to disengagement in the process. Although students and their families may be accessing information from their high school counselors, this information is often misinterpreted or is targeted to “college ready” students (McDonough & Calderone, 2006). In a large district, such as the LAUSD, the risk of not receiving college information is higher as high schools often have only one designated college counselor and a high student-to-counselor ratio. Thus, students do not have equal access to information regarding available support programs, financial aid opportunities, or the importance of attaining a post-secondary credential. Specifically, financial aid is one of the most common perceived barriers to students enrolling into higher education (Tomatzky et. al, 2002), especially for Latino students and other students of color.

For those who do enroll in the community college system, too many get stuck in remedial coursework patterns that are the result of poor placement strategies and lack of coordination and trust among English and math faculty in the different systems. Students arrive to campus without understanding the high-stakes assessment exam and placement process, which can lead students into a developmental sequence that greatly impacts their student success. Due to the overly burdensome and unclear assessment and placement process, many students decide to delay enrolling into their English and math courses, which further extends their time in community college. Unclear academic paths with often conflicting requirements can also lead to random course-taking patterns, students completing more units than required, and ultimately, a lack of timely completion.

## 2. What is the innovation?

To reach the almost 17,000 students who leave LAUSD and don't enter college, as well as those that enroll in LACCD only part-time, the LACCD has recognized the need for more collaborative and engaged partnerships with the LAUSD, CSU, and UC systems to serve graduating seniors through a comprehensive strategy designed to support students in completing a higher education degree and/or workforce certification. While individual campus programs, which utilize Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and Student Equity Program (SEP) funds, have had some success, the LACCD recognized the need for a large-scale, systemic intervention that leveraged the success of existing programs but served **all** incoming LAUSD students, and also provided comprehensive pre and post enrollment services utilizing proven high-impact practices. The resulting effort is the Los Angeles College Promise Program (LACP). The LACP is a regional partnership between LACCD, LAUSD, the City of Los Angeles, and the Los Angeles Chamber of Commerce, including the LA Compact. It will serve its first cohort of 6,000 students in summer 2017.

Using the momentum points framework from Completion by Design of "Connection, Entry, Progress, and Completion," the LACP design team members from all nine (9) LACCD campuses created the theoretical framework for the LACP. Through these momentum points, the colleges have created a pathway for LACP students to transition in, transition through, and transition out of college. In transitioning in, colleges' activities focus on the ways in which they outreach to students, parents, and community members. In transitioning through, concentration is on the first year experience and the student support services that utilize high-impact practices, including intrusive counseling and supplemental instruction. In transitioning out, students are prepared to complete their educational goal in a timely and effective manner; completion can be a certificate, associate degree, and/or transfer to a four-year institution. The core components of LACP include: Early Outreach & Engagement for LAUSD Students (College information days, FAFSA completion in high school, Priority Registration, strengths-based placement using multiple measures, pre-enrollment in support services) and First-Year Experience (summer transition experience, free tuition for the first year, enrollment in 12-15 units per semester, enrollment in a structured schedule including required English and math, ongoing success coaching, advising, and mentoring).



Source: *LACP Conceptual Model*, Los Angeles Community College District, Office of Student Success (<http://tinyurl.com/lacpmodel>)

For LACP to efficiently and effectively scale to guarantee a seamless transition from LAUSD, through the LACCD, and into the workforce, or the CSU or UC system, it needs enhanced technology and processes to coordinate the large systems involved. Through innovation grant funds, the LACCD will build on the existing efforts of the Los Angeles College Promise to create this seamless transition through the public education pipeline by increasing coordination and collaboration across systems. Specifically, innovation grant funds will be focused on four (4) key strategies

1. Increase coordination and collaboration across systems.
2. Increase outreach and engagement activities to improve college graduation rates.
3. Enhance LACCD technology and improve data-sharing infrastructure across the systems to create more seamless student transitions and track student progress and completion.
4. Create ongoing, intentional professional learning to build communities of practice for scaling the LACP/pathway among LAUSD, CC, and university stakeholders.

To create our City of Graduates, the LACCD will innovatively use culturally-competent models that are rooted in community cultural wealth. In using this theoretical approach, the LACCD will recognize the cultural wealth that its students and families bring with them to the campuses. The majority of LACCD's students are Latino (58.1%), so it is imperative that the LACP embraces a relatable culturally competent model. Thus, the LACP will use an outreach and recruitment model that replicates the promising practice of the Promotora model; this is a model that has been used in the public health field. Within this model, community members become community health educators; they complete extensive trainings on a particular health related topic and service that is provided by the local health agencies; they in turn build relationships in their communities to share their knowledge, education, and to encourage people to seek treatment/visit at the local clinics; this is an example of navigational and familial capital. This outreach model is successful because it builds upon existing networks, increases participation, and increases success for the intervention(s) (APHA, 2015).

Similarly, the LACP will provide parent trainings to the "LACP Parent Advocacy Groups." These parent participants will outreach to other parents in the city to explain and discuss the LACP and encourage them to have their children enroll. This is also a multi-generational method; by having parents talk to other parents, college knowledge will spread through multiple generations. It is our hope that the younger generation will see the LACCD has their future college choice. Our current partners at the Los Angeles Mayor's Office have college centers/corners in multiple community centers, city housing, recreational centers, etc. These locations will serve as hubs for parent outreach partners and trainings. The parent outreach model has been used by a few of our colleges; this would be a larger scaled effort that will be institutionalized across all nine (9) campuses through the support and collaboration of LACCD, LAUSD, and Los Angeles Mayor's Office. We are building a city of graduates through the families in our city.

**3. How will you implement this innovation?**

*A. The organizations involved in implementation and those affected by implementation, as well as the actions that will be taken to encourage their support.*

LACCD has created an Advisory Circle including representatives from the LAUSD; the City of Los Angeles Mayor’s Office; the Los Angeles Chamber of Commerce, including the LA Compact’s Institutions of Higher Education Collaborative (a regional consortium of 12 Los Angeles based colleges and universities); the California Community Colleges’ Success Network (3CSN) along with its partnership with the Institutional Effectiveness Partnership Initiative (IEPI); and the research group MDRC. Along with district and campus leaders, including the LACP District Core Technical Assistance Team, the Advisory Circle will guide and inform LACP initiatives and be responsible for key partnership activities including, but not limited to:

- Regular convenings to share benchmark data, provide feedback, and coordinate outreach and engagement efforts
- Ongoing endowment support to fund LACP tuition and student education expenses
- Creation of, and participation in, two ongoing communities of practice: a Guided Pathway Community of Practice and a Promise Teaching and Learning Community of Practice
- Participation in formal evaluation led by MDRC including formative feedback and recommendations, data collection, and dissemination of culminating info graphic
- Deployment of enhanced technology to track students holistically and better serve the needs of the students and the program

*B. Any risks of implementation and the actions that would be taken to mitigate those risks, specifically addressing any risks related to impacts on students from groups historically underrepresented in higher education or any risks related to uses of technology in ways that are not common in higher education.*

The LACCD does not foresee any implementation risks to students, especially those from underrepresented groups. As all LAUSD high school graduates are eligible for the LACP, students from groups that are historically underrepresented are predicted to benefit most from participation in the LACP. However, because the LACP requires students to attend full-time, students from a low socio-economic status may not be able to participate due to required work commitments. In response, philanthropic efforts are underway to raise funds for other educational expenses such as textbooks, supplies, and transportation to offset the need for students to work full-time. In addition, campuses are implementing similar high-impact practices for those students who attend part-time such as intrusive counseling, supplemental instruction, and peer mentoring.

*C. A timeline of actions.*

<b>Actions</b>	<b>Timeline (Month/Year)</b>
LACCD convenings to coordinate timelines, marketing and outreach, and share best practices in dual enrollment and multi-system transfer agreements.	Ongoing during monthly meetings
Regional meetings with K-12 and LA Compact university partners	Convenings held

to coordinate data sharing; streamline student service efforts across the three systems; create a curriculum to engage elementary and middle school students in early college-going behaviors.	regularly starting summer 2017, along with taskforce follow-ups
Meetings among LAUSD and LACCD English and math faculty to align curriculum to ensure students are better prepared to enter the community college classroom.	Ongoing; first session held in winter 2018
Bi-annual high school principle breakfasts and counselor days at each of the nine (9) LACCD campuses that allow the systems to improve collaborative relationships between community college and their LAUSD feeder high schools.	Ongoing; first meetings held in fall 2017
Create Parent Advocacy Groups that engage the community in creating a college-going culture through community outreach events that promote the Los Angeles College Promise Program.	Ongoing through June 2019
Provide each college with college success coaches to engage new students at the community college level in successful strategies that lead to college completion; create and conduct a “train-the-trainer” professional development that will allow colleges to scale up the success coach model for all students	Coaches hired starting September 2017; trainings ongoing through June 2019
Develop an annual student conference for high school students.	First conference held March 2018
Develop and engage in professional learning activities around the areas of (1) Instructional Design including guided pathways, dual enrollment and multiple measures, (2) Instructional Support such as contextualized just-in-time remediation and successful classroom practices, and (3) Data analysis and interpretation including data inquiry groups and faculty led action research	Ongoing through June 2019
<p>In collaboration with MDRC,</p> <ul style="list-style-type: none"> <li>• Conduct ongoing formative evaluation of the LACP program</li> <li>• Create a “case study” based on the LACP that will be used to train other Promise programs nationally</li> <li>• Establish technology systems whereby a student can be tracked holistically across all systems</li> <li>• Develop the template for a “College Promise Report Card” that will be disseminated annually to LAUSD. The report card will include LACP benchmark data enhanced visualization tools.</li> </ul>	Ongoing through June 2019

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California?

The Los Angeles College Promise is the culmination of years of individual campus efforts to improve student completion and success rates. Each of the nine (9) LACCD campuses utilize SSSP, BSI and SEP funds as the core of their student success efforts. The LACP college implementation plans intentionally crosswalk and map to these state plans. In addition, five LACCD campuses currently participate in the Multiple Measures Assessment Project (MMAP), using evidence-based measures such as high school transcripts to improve accuracy in student placement in English and math courses. As part of the scaling of LACP, the other four colleges will also join MMAP.

In 2016, five LACCD campuses received Basic Skills and Student Outcomes Transformation Program grants to implement and expand innovations in assessment, student services, and instruction. These programs, in concert with other support services, reduce remediation and place students directly into gateway English and math courses that are transferrable to the UC or Cal State systems. As a complement to these state-funded efforts, LACCD has been part of the Achieving the Dream (AtD), a nationwide community college reform effort focusing on large-scale innovations using data-driven decision making and institutional capacity building. AtD coaches, assigned to each of the nine (9) colleges, continue to provide input and guidance on elements of the LACP, with a focus on high-impact interventions and on using research-backed practices to support implementation of Promise components.

The LACCD is currently developing its new Strategic Master Plan. As part of this development process, LACP has been identified as a key component of the district's future strategic efforts. Its focus on informed and clear guided pathways for students, partnerships with other educational systems, and enhanced technology to support student success are all in line with the future educational priorities of the LACCD.

This innovation builds on other higher education efforts in multiple ways. First, the LACP is being implemented at scale. With a combined enrollment of over 850,000 students in LAUSD and LACCD, the Los Angeles College Promise Innovation is poised to dramatically increase the capacity of Promise programs in California, and join other model programs nationwide. Second, it leverages existing student success efforts into an integrated, comprehensive intervention using innovative technology and a multi-systems approach. Finally, it requires something of students: focused participation. In exchange for priority registration, free tuition, and targeted support services, LACP students must attend extended summer transition orientations, enroll full-time in a structured schedule, and commit to regular check-ins with college support staff.



5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

LACCD is uniquely suited to be a role model in establishing policies that provide students with clear, guided pathways toward degree and certificate completion in no more than three years. LACCD has amassed broad financial support from private and public sources to meet these great needs. Now that LACCD and LAUSD, two of the most established and largest systems in the country, are successfully partnering in this effort, LACP is in a position to offer full-time guided pathways and comprehensive first year services to all graduating LAUSD students entering the LACCD. While each of the nine (9) colleges currently offer programs and services to incoming freshman, there has never before been a coordinated, district-wide effort to scale programs and services to this extent. Once established, LACP will serve as a model for other colleges and districts seeking to establish scaled, transformational programs. Many components of LACP and its innovations can be replicated in California and beyond.

LACP's state and federal partnerships will further enable this program to be scaled within Los Angeles and replicated in other areas in California. For example, in partnership with MDRC, LACP's progress will be closely documented and evaluated (see Section 7 for details on what this partnership will entail). This careful, ongoing examination will enable LACCD to modify and strengthen the LACP program as it unfolds, maximizing its ability to build innovation and programming at scale. Also, MDRC will use the information it collects to create a comprehensive case study with the intention of using it to help other districts to create similar programs.

Also, LACP's partnership with the statewide professional learning network, 3CSN, will strengthen the program's ability to create ongoing, comprehensive, statewide communities of practice; these communities of practice will support efforts to scale LACP in Los Angeles as well as duplicate its successes across the state. These statewide communities of practice will convene leaders from LAUSD, LACCD, university, and other key stakeholders across the state to share successful practices around establishing and maintaining guided pathways and strengthening teaching and learning for Promise students. Though these communities of practice, LACP will develop statewide professional networks through which LACP can disseminate benchmark reports, share successful data-sharing and communication protocols, and facilitate an ongoing, statewide dialogue around powerful practices. In so doing, the work that is generated from LACCD's efforts will have ongoing, reverberating effects in Los Angeles, across the state of California, and beyond.

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?

The LACCD has a long-established record of conducting and administering state funds, including collecting and reporting financial and student performance data. The LACCD has a comprehensive, well-organized infrastructure to support all major college processes across the largest community college district in the nation. The District Office itself directs all major projects that lead to economies of scale and provide seamless coordination of activities that involve issues of legal compliance and fiscal responsibility. Project Administrator, Deborah Harrington, is the District-wide Dean of Student Success for the LACCD and has a proven track record of successfully administering large-scale, system-wide interventions, including founding 3CSN. 3CSN's networked communities of practice are nationally recognized as research-driven initiatives resulting in significant increases in student achievement. With extensive experience teaching and administering during the past three decades, Dr. Harrington sits on several statewide committees including the Advisory Committee on Legislation and the Basic Skills Advisory Committee. As an educational consultant, she has helped to lead national and state efforts to improve student access, success, and equity for many nationally-recognized programs including Puente, Teachers for a New Era, California's Futures Commission, Achieving the Dream, and the Equity Scorecard Project.

In implementing the LACP, LACCD looks to City University New York's Accelerated Study in Associate Programs (ASAP), Detroit Promise, and Long Beach Promise as national leaders in the movement to make college more affordable for middle and low income students, and to decrease the time it takes for students to complete their degrees. The majority of LACCD's students are historically underrepresented in higher education, and are low-income, first-generation college students. Considering the students LACCD serves, it is especially heartening that recent evaluations of New York's ASAP found that students from underrepresented groups appear to see even greater benefits from ASAP than other students. LACP's major components of early outreach and intensive first year experiences draw from ASAP's lessons on "intrusive advising," a way to provide students with mandatory, comprehensive, proactive advising. This approach includes guiding students into meta majors or programs of study in a broad field of interest, and coordinating courses that lead to timely completion, as the doubling of graduation rates for ASAP students has already demonstrated.

Having MDRC as a national partner and a member of the Advisory Circle further enhances the institutional capacity to successfully implement the LACP. The MDRC team is uniquely positioned to provide input on best practices and lessons learned from their experiences in evaluation of existing College Promise programs in New York and Detroit. The assigned MDRC team has extensive experience with higher education initiatives, including existing College Promise programs nationwide. Team members include Colleen Sommo, who currently serves as the project director for the ASAP Replication Demonstration and was part of the MDRC team that evaluated the CUNY ASAP model, and Michelle Ware who is currently working on the ASAP Replication Project.

**7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts?**

The LACP expects to enroll 21,000 students over the next 26 months, serving 6,000 in the 2017 cohort, 7,000 in the 2018 cohort, and 8,000 in the 2019 cohort. This will come in part from the 20,000 LAUSD high school graduates who currently do not attend college or who attend LACCD part-time. By the end of 26 months, LACCD intends to bring in four additional school districts from the Los Angeles basin into the Los Angeles College Program. Each student in every cohort will receive the core services of LACP, and benefit from system-wide coordination established through the innovation grant funds. Data will be collected on all LACCD Promise students through three years of attendance in LACCD colleges. Data points include: 1. First year fall to spring persistence; 2. Completion of 20 units in the first year; 3. Completion of math and English in the first year; 4. First year fall-to-second-year fall persistence; 5. Completion of 40 units by end of the second year; 6. Completion of transferable level math and English; and 6. Completion of degree, CTE certificate, or transfer preparation.

Additional data will be collected using surveys, focus groups, and interviews. This information will provide program staff with valuable information in a timely manner concerning which program components and communication strategies work well and what modifications or improvements can be made. By actively engaging with key stakeholders, these assessments will provide better, contextually relevant data concerning the effectiveness of various strategies/programs/services, as well as elicit recommendations for refinements, assess satisfaction with programs and processes, and allow staff to make data-driven program refinements and improvements as needed.

The LACCD is partnering with MDRC to conduct a full-scale evaluation project of the LACP program and the innovative activities funded by this grant. MDRC uses the most rigorous research methods to produce scientific evidence and is committed to aggressive dissemination of key research findings to inform policy and improve practice. Specifically, MDRC will conduct implementation and process research to assess fidelity to the model across multiple schools, treatment contrast, and identify areas of improvement. This work will be conducted through analysis of collected program data and a combination of phone calls with the colleges and key stakeholders, participation in meetings with the LACP District Core Team, and site visits to each of the colleges. Following the evaluation process, MDRC will make recommendations regarding areas for strengthening the program model and implementation, future evaluation prospects, and on how data systems can be augmented or improved to better serve the needs of the program. MDRC will prepare a memo with formative feedback and evaluation recommendations, present findings to key stakeholders and prepare an infographic about the program to be disseminated statewide and nationwide.

8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term?

LACCD's Chancellor is committed to serving LAUSD graduates through the LACP starting with the class of 2017 and to indefinitely into the future. Funding for SSSP, Student Equity, Basic Skills and the L.A. Compact partnership contribute to overall sustainability of the program. Total cost per year for tuition is anticipated to be \$3-5 million. Los Angeles Mayor Garcetti has raised \$1.5 million from the city of Los Angeles's business and philanthropic communities and LACCD and Chamber of Commerce officials have pledged to cover the rest of the costs through philanthropic engagement with the local community as well as through federal, state, and private foundation grants. Efforts have begun to build an endowment that will fund the LACP for years to come.

The LACP is creating systemic changes in the LACCD. The California Community Colleges Chancellor's Office (CCCCO) is a committed partner to the efforts of both LACP and the California Community Colleges' Success Network (3CSN). Through the Institutional Effectiveness Partnership Initiative (IEPI) project, 3CSN along with other CCCCCO collaborators have created integrated planning tools that provide a framework for institutional design. 3CSN has worked with LACCD campuses in creating long terms goals for LACP that integrate with the campus's current student success efforts, such as BSI, SSSP, and Equity. The tools created in the design of LACP that allow for integration into existing programs are already part of the statewide Applied Solutions Kit (ASK), which is part of the CCCCCO's Professional Learning Network. Institutional planning for scaling and sustainability will continue to be the focus of IEPI and 3CSN as it assists the LACCD to implement, sustain and scale the LACP for more first year students.

One-time funds received from the Innovation in Higher Education grant will be used to purchase lasting technology enhancements, build collaborative regional partnerships, and conduct implementation and process research to assess fidelity to the model across multiple schools and identify areas of improvement. The systematic coordination necessary to realize the outcomes listed in this application is built on the same foundation as the existing LACP: strong communities of practice that produce powerful learning and working across campuses and lead to greater student success. Using the model of statewide scaled professional learning through the California Community Colleges' Success Network (3CSN), the Innovation will develop transformative LACP communities of practice that are linked to networking, training, and regular convenings. The District is committed to the Communities of Practice model, which it uses to establish a college-going culture in Los Angeles and norms about continued learning and the importance of obtaining relevant job skills. This model is sustainable system-wide with little additional funding, and promotes common communication strategies and core messages implemented at each of the District's campuses. Additionally, with support from its research partners, LACCD is well positioned to generate future funding through robust data and lessons learned about the Promise's effectiveness and impact on students.

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